

Martha Dendy Sixth Grade Center

301 North Bell Street
Clinton, SC 29325

Grades	6 Elementary School	
Enrollment	283 Students	
Principal	Dr. William Alexander	864-833-0831
Superintendent	Dr. Charles H. Lackey	864-833-0800
Board Chair	Myron (Buddy) Hunt	864-833-5773

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	32	65	6	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Average	Below Average	No

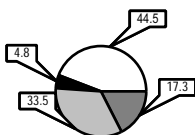
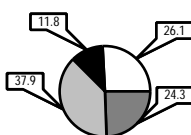
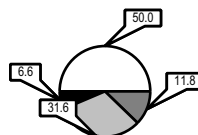
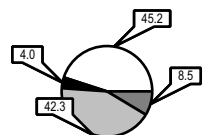
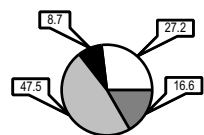
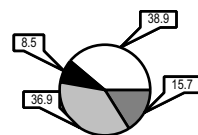
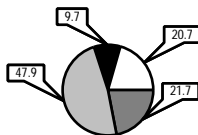
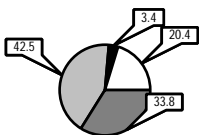
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	279	100.0	44.5	33.5	17.3	4.8	30.9	Yes	Yes
Gender									
Male	131	100.0	50.0	32.8	14.1	3.1	25.0		
Female	148	100.0	39.6	34.0	20.1	6.3	36.1		
Racial/Ethnic Group									
White	164	100.0	33.3	37.1	22.6	6.9	39.6	Yes	Yes
African American	112	100.0	60.0	28.2	10.0	1.8	19.1	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	239	100.0	38.6	36.1	20.2	5.2	35.2		
Disabled	40	100.0	79.5	17.9	0.0	2.6	5.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	279	100.0	44.5	33.5	17.3	4.8	30.9		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	277	100.0	44.1	33.7	17.4	4.8	31.1		
Socio-Economic Status									
Subsidized meals	179	100.0	59.2	27.6	11.5	1.7	20.1	No	Yes
Full-pay meals	100	100.0	18.4	43.9	27.6	10.2	50.0		

Mathematics – State Performance Objective = 36.7%									
All Students	279	100.0	26.1	37.9	24.3	11.8	49.6	Yes	Yes
Gender									
Male	131	100.0	27.3	37.5	23.4	11.7	46.9		
Female	148	100.0	25.0	38.2	25.0	11.8	52.1		
Racial/Ethnic Group									
White	164	100.0	17.6	32.7	32.1	17.6	64.2	Yes	Yes
African American	112	100.0	38.2	45.5	12.7	3.6	28.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	239	100.0	18.5	40.3	27.5	13.7	55.8		
Disabled	40	100.0	71.8	23.1	5.1	0.0	12.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	279	100.0	26.1	37.9	24.3	11.8	49.6		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	277	100.0	25.9	37.8	24.4	11.9	49.6		
Socio-Economic Status									
Subsidized meals	179	100.0	33.3	43.1	17.8	5.7	37.9	Yes	Yes
Full-pay meals	100	100.0	13.3	28.6	35.7	22.4	70.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	279	100.0	50.0	31.6	11.8	6.6	18.4
Gender							
Male	131	100.0	51.6	28.9	12.5	7.0	19.5
Female	148	100.0	48.6	34.0	11.1	6.3	17.4
Racial/Ethnic Group							
White	164	100.0	39.0	35.8	15.7	9.4	25.2
African American	112	100.0	66.4	25.5	5.5	2.7	8.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	239	100.0	44.2	35.2	13.3	7.3	20.6
Disabled	40	100.0	84.6	10.3	2.6	2.6	5.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	279	100.0	50.0	31.6	11.8	6.6	18.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	277	100.0	50.0	31.5	11.9	6.7	18.5
Socio-Economic Status							
Subsidized meals	179	100.0	63.2	27.6	7.5	1.7	9.2
Full-pay meals	100	100.0	26.5	38.8	19.4	15.3	34.7

Social Studies							
All Students	279	100.0	45.2	42.3	8.5	4.0	12.5
Gender							
Male	131	100.0	46.1	39.8	7.8	6.3	14.1
Female	148	100.0	44.4	44.4	9.0	2.1	11.1
Racial/Ethnic Group							
White	164	100.0	38.4	44.0	11.3	6.3	17.6
African American	112	100.0	55.5	39.1	4.5	0.9	5.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	239	100.0	39.5	46.4	9.4	4.7	14.2
Disabled	40	100.0	79.5	17.9	2.6	0.0	2.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	279	100.0	45.2	42.3	8.5	4.0	12.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	277	100.0	45.2	42.2	8.5	4.1	12.6
Socio-Economic Status							
Subsidized meals	179	100.0	54.6	40.8	3.4	1.1	4.6
Full-pay meals	100	100.0	28.6	44.9	17.3	9.2	26.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	99.2	47.5	31.4	16.1	5.1	21.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	100.0	44.5	33.5	17.3	4.8	22.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	99.2	29.4	40.0	17.3	13.3	30.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	100.0	26.1	37.9	24.3	11.8	36.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	100.0	50.0	31.6	11.8	6.6	18.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	100.0	45.2	42.3	8.5	4.0	12.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 283)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	3.9%	N/A	3.5%	3.0%
Attendance rate	95.7%	N/A	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%	N/A	4.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.7%	N/A	3.5%	3.2%
Eligible for gifted and talented	21.5%	N/A	11.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.0%	N/A	9.4%	8.2%
Older than usual for grade	2.5%	N/A	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	N/R	0.0%	0.0%
Teachers (n= 17)				
Teachers with advanced degrees	47.1%	N/A	53.1%	52.6%
Continuing contract teachers	64.7%	N/A	85.7%	83.3%
Highly qualified teachers	88.2%	N/A	94.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	67.0%	N/A	87.7%	87.0%
Teacher attendance rate	96.8%	N/R	94.8%	95.0%
Average teacher salary	\$37,632	I/S	\$41,646	\$41,703
Prof. development days/teacher	16.6 days	N/R	13.0 days	12.8 days
School				
Principal's years at school	8.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	N/R	18.4 to 1	18.8 to 1
Prime instructional time	90.9%	N/R	89.2%	89.8%
Dollars spent per pupil*	\$6,867	N/A	\$6,047	\$6,242
Percent of expenditures for teacher salaries*	55.2%	N/A	64.7%	65.8%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.0%	N/R	99.0%	99.0%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Good	N/R	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	89.4%
Highly qualified teachers in high poverty schools	91.9%	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

Abbreviations for Missing Data
N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Martha Dendy Sixth Grade School received full accreditation by the Southern Association of Colleges and Schools in 2004-2005.

This year focused on several initiatives. We continued to concentrate on character education and the core academics with a continued emphasis on curricular integration. Our goals were to improve student performance, to create an environment that fosters high achievement, to provide remediation and to review skills, to use data to make instructional decisions, and to increase parent involvement. We continued our "Peek at PACT" program, which provided continuous practice throughout the year. Summer reading assignments were given to increase reading skills and fluency.

We emphasized our character education traits through many activities. We recited the "Dream Builders Code of Conduct" daily. We continued to support our "adopted" Ethiopian student. We collected money for the Tsunami relief, collected food for the local food bank, and made donations to the March of Dimes Walk-A-Thon and the St. Jude Math-A-Thon.

We celebrated many successes this school year. Our back to school bash had over 100 in attendance. All students participated in water safety classes through PE. Many families participated in our "Family Math Night, Science Fair, and Reading Night." Our first Greek festival was held in conjunction with the LINKS program. One of our students won the Martin Luther King Jr. Essay contest sponsored by Presbyterian College. Our School Improvement Council was one of the five finalists in the state for the Dick and Tunky Riley Award. This year six of our students served on the Middle School Science Olympiad Team, which captured its third straight state Science Olympiad crown and received an invitation to the National Science Olympiad Competition in Illinois. We welcomed over 80 parents through participation in our "Pastries for Parents" programs. Our local JROTC assisted teachers and tutored students in math and reading classes.

We administered the MAP (Measures of Academic Progress) test in fall and spring in the areas of language, reading, and math. We analyzed data to make instructional decisions based on students' strengths and weaknesses to allow students to set personal goals for growth.

Our alliance with the Department of Mental Health provided school-based counseling services for students and families to strengthen school and home relations.

We are "Priming young minds to achieve their dreams."

Wanda B. Isaac, Principal
Cindy King, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	264	215
Percent satisfied with learning environment	100.0%	69.6%	82.0%
Percent satisfied with social and physical environment	94.4%	69.1%	73.7%
Percent satisfied with school-home relations	84.2%	82.1%	67.5%

*Only students at the highest elementary school grade level at this school and their parents were included.